

# Promoting Staff Capacity for Program M&E Design



# Historical Challenges to Effective Program M&E

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- Limited M&E capacity: insufficient knowledge of M&E terms, strategies and policies
- Limited M&E ownership: vague understanding of who was responsible for M&E
- Limited M&E relevance: data did not always “tell the story” of the program



# Program-Focused M&E: A Mission Statement

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To provide program staff with the tools, resources, and expertise needed to develop and carry out M&E strategies that strengthen program design, guide program implementation and accurately capture program results.

# What Should Program-Focused M&E Accomplish?

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- Clear and concise conceptualization of problem, as well as nature/scope of intervention
- Consensus on projected outcomes/impact and how to measure their achievement
- Joint plan for program monitoring and data collection
- *Sense of ownership and commitment in carrying out the M&E plan*





# IRI's Approach to M&E Design

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- Define the program theory (problem statement, theory of change and action, and objectives)
- Create a results chain
- Work through a program theory framework
- Complete the M&E matrix

## Problem Statement:

- What is the problem that we want to address?
- What is causing the problem?
- Who does the problem affect?
- What is the broader impact of the problem?

## *Theory of Change and Theory of Action:*

- How will change come about?*
- How will our program contribute to this change?*

## Objectives:

- What is the end state that our program will lead to?

# Results Chains

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- Help distill complex program logic into concrete steps and expectations
- Expose assumptions, jumps in logic and flawed reasoning
- Create an easily understood summary of program theory, and the “roadmap” to achieving the objective

# Common Complaints About Results Chains

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- *I don't understand what you mean by "inputs, outputs, outcomes and impact"*
- *My program is responding to a complex situation. A results chain is too simple and too linear to capture what I'm trying to do.*
- *I know what my inputs and outputs will be – but outcomes really depend on how the situation develops.*



# Questions to Ask to Create a Results Chain

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*What steps have to happen for the objective to be achieved?*

Illustrative questions to tease out steps:

- What behaviors/relationships need to develop or change for this to happen?
- What needs to be in place (actors, skills, processes) for this to happen?
- What does the program need to do to make sure this happens?

# Sample Results Chain Using Results Mapping

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*Objective:*

*Political parties in Country X campaign on issues of concern to voters in anticipation of the 2011 parliamentary elections*

Party members participate in training

Party members gain knowledge/skills in issues and issue-based messaging

Party members are more motivated to perform issue-based campaigns

Parties/candidates develop issue-based messages and campaign strategy

Parties/candidates campaign on issues of concern to voters

Citizens ID party/candidates by issues

Citizens decide which party/candidate to vote for based on issues

# Using the PTF to Expand on the Results Chain

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RESULT CHAIN STEP	SIGNS THIS STEP HAS BEEN ACHIEVED	WHAT WILL IRI DO TO ACHIEVE THIS STEP?	WHAT OTHER FACTORS WILL AFFECT THIS STEP?	
			WITHIN PROGRAM CONTROL	OUTSIDE PROGRAM CONTROL
<p>(1) Party members participate in issue-based message training.</p> 	<ol style="list-style-type: none"> <li>1. Full attendance</li> <li>2. Leadership or decision makers attend</li> <li>3. Active participation</li> <li>4. Participants walk away satisfied</li> </ol>	<ol style="list-style-type: none"> <li>1. Public opinion survey conducted</li> <li>2. Survey methodology and survey results training</li> <li>3. Issue-based message/campaign development trainings</li> <li>4. Solicit buy-in from leadership</li> </ol>	<ol style="list-style-type: none"> <li>1. Engaging training design</li> <li>2. Qualified and effective trainer</li> <li>3. Environment conducive to learning (room set-up)</li> </ol>	<ol style="list-style-type: none"> <li>1. Buy-in from leadership</li> <li>2. Political environment (ability to speak freely, ability to travel to a training, etc.)</li> </ol>

# Using the PTF to Identify Indicators

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RESULT CHAIN STEP	SIGNS THIS STEP HAS BEEN ACHIEVED	WHAT WILL IRI DO TO ACHIEVE THIS STEP?	WHAT OTHER FACTORS WILL AFFECT THIS STEP?		HOW TO MEASURE	DATA NEEDED TO
			WHY?	HOW?	HOW TO MEASURE ACHIEVEMENT OF STEP (INDICATOR)	DATA NEEDED TO MEASURE ACHIEVEMENT?
(1) Party members participate in issue-based message training.  	1. Full attendance 2. Leadership or decision makers attend 3. Active participation 4. Participants walk away satisfied	1. Public opinion survey conducted 2. Survey methodology and survey results training 3. Issue-based message/campaign development trainings 4. Solicit buy-in from leadership	1. Er desi 2. Q effe 3. Er conc (roo		<b>HOW TO MEASURE ACHIEVEMENT OF STEP (INDICATOR)</b>	<b>DATA NEEDED TO MEASURE ACHIEVEMENT?</b>
					# people trained  # of leaders in attendance  active engagement  buy-in from leadership attained	Attendance records/participant lists  Direct observation  Written/verbal acceptance from leadership



# Identifying Graduated Progress Markers\*

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Graduated progress markers help to identify how we might know when a result chain step is achieved, and what potential indicators are appropriate.

Facilitating questions:

- Think of small changes you hope to see in the short term, as well as more long term transformational changes.
- What changes do you expect to see, what changes would you like to see, and what changes would you love to see?

\*For more information, please see: Earl, Sarah, Fred Camden and Terry Smutylo: *Outcome Mapping: Building Learning and Reflection into Development Programs*. IDRC, 2001.

## *Result:*

Parties/candidates develop issue-based messages and campaign strategy

## *Expect to See:*

Parties produce written strategies

## *Like to See:*

Parties' written strategies are based on research of constituent needs

## *Love to See:*

Written strategies are communicated with regional offices, members, volunteers and other implementing organs



# What a Program Theory Framework Provides

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- Expectations for the program (what activities must be completed to achieve a results step)
- Definitions of what achievement of a results chain step could look like (graduated progress markers)
- Understanding of what is and is not within program's control
- Understanding of how achievement of a results chain step should be measured (potential indicators)
- Explanation of what data should be collected to measure indicator achievement



# M&E Matrices (PMPs, PMEPs, ROMAs)

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- Are the mechanisms by which programs can be assessed and held accountable
- Show how progress down the results chain will be measured
- Together with work plans, keep programs focused and on track



# Common Complaints About M&E Matrices

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- *These indicators aren't capturing the results I'm achieving*
- *I don't know how to collect the data needed to measure this indicator*
- *These indicators don't take into consideration conditions on the ground/cultural norms/mitigating factors*

# M&E Matrices (PMPs, PMEPs, ROMAs)

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INDICATOR	INDICATOR TYPE AND SOURCE	DEFINITION, UNIT OF MEASUREMENT, DISAGGREGATION	CRITICAL ASSUMPTIONS & RISKS	DATA SOURCE, COLLECTION, AND ANALYSIS METHOD	USE OF DATA	FREQUENCY OF COLLECTION, RESPONSIBLE FOR DATA COLLECTION	BASELINE	TARGET	ACTUAL
<b>OBJECTIVE 1:</b>									
<b>Indicator 1.1</b> Write out the indicator here. If it is an F-indicator, write it out exactly as it appears at <a href="http://www.state.gov/f/indicators/index.htm">http://www.state.gov/f/indicators/index.htm</a>	<p><b>Type:</b> Output, outcome or impact?</p> <p><b>Source:</b> If the indicator is customized to the project, write "Custom." If it is an F-indicator, please use the corresponding number found in the indicator database at <a href="http://www.state.gov/f/indicators/index.htm">http://www.state.gov/f/indicators/index.htm</a></p>	<p><b>Definition:</b></p> <p><b>Unit of Measure:</b> Describe the unit that is being measured (i.e. Individual, political party, CSO scorecard, etc).</p> <p><b>Disaggregated by:</b> List out all variables that require disaggregation (for example: women, youth, minority status, religion, political party, province).</p>	Briefly explain any critical assumptions and risks related to this result and objective.	<p><b>Data Source:</b> Explain where the data will be drawn from.</p> <p><b>Collection &amp; Analysis Method:</b> Explain what method will be used to collect the data, and how the data will be analyzed.</p> <p><b>Potential Data Source and Collection Challenges:</b> Briefly explain any challenges to data source, collection and analysis for this indicator.</p>	<b>Use of data:</b> Explain how the data will be used (for example: to inform programmatic decisions, to measure progress towards the objective, and so on).	<p><b>Frequency:</b> Explain how often the data will be collected.</p> <p><b>Responsible party:</b> Explain which institute and which position is responsible for collecting and using the data (e.g. "IRI field officer").</p>	Clearly explain what the baseline is for this indicator, the source of the baseline data, and the year it was established.	State the indicator target for each year.	

# Creating a Better Matrix

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Staff can now think through an M&E Matrix that:

- Includes a mix of input, output, outcome and impact indicators
- Requests data that the program staff can easily produce or access
- Avoids measures that are overly sensitive to/dependent on circumstances outside the program's control
- Makes clear to all stakeholders what expectations are for the program, and has been thoroughly vetted



# Questions?

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